



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Region 16 ESC** CDN or Vendor ID **188950** ESC # **16** Campus # DUNS # **843829586**

Address **5800 Bell Street** City **Amarillo** ZIP **79109** Phone **677-5133**

Primary Contact **Travis Longanecker** Email **travis.longanecker@esc16.net**

Secondary Contact **Carolyn Crow** Email **carolyn.crow@esc16.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Ray Cogburn, Executive Dir.**

Signature

Date **3/12/18**

Grant Writer Name **Travis Longanecker/Carolyn Crow**

Signature

Date **3/9/18**

3/9/18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-070

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
16 LEAs identified a shortage of high quality principal candidates & requested that Region 16 ESC apply for the Principal Preparation Grant as SSA fiscal agent	Region 16 will establish and maintain a Shared Service Arrangement and serve as fiscal agent for approximately 16 LEAs that are seeking funding through the Principal Preparation Grant to build strong campus leaders through principal residencies.
Empirical evidence: principals in Region 16 need skill building PD in DDI, Student Culture, observation/feedback, team effectiveness, delivering effective PD, etc.	Region 16 will establish and maintain a Shared Service Arrangement, serve as fiscal agent, and work closely with WTAMU for approximately 16 LEAs that are seeking funding through the Principal Preparation Grant to build strong campus leaders through principal residencies.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Region 16 will support LEAs as they seek to identify and build strong campus leaders through principal residencies by successfully establishing and maintaining a Shared Service Arrangement for identified LEAs. Per grant guidelines, Region 16 will serve as fiscal agent and will work with LEAs and the IHE (WTAMU) to ensure sustained and rigorous clinical learning in an authentic school setting, evidenced-based coursework, ongoing support from an effective mentor principal, substantial leadership responsibilities, and an opportunity to practice and be evaluated in a school setting.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Participating LEAs will submit the following assurances to Region 16 ESC to collect and track the following:

- Demographic information of principal residents
- Number of applicants for principal residency within the LEA
- The LEA process for participant selection that includes demonstrated criteria, interpersonal leadership, response to observations, and growth mindset
- That the LEA participant is a part of a program of sustained and rigorous clinical learning, has substantial leadership responsibilities, the skills to enhance effective professional development, and the ability to facilitate a collaborative team
- LEA procedures for tuition reimbursement
- Commitment to attend Summer institute on or about June 6-8, 2018

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Participating LEAs will submit the following assurances to Region 16 ESC to collect and track the following:

- Performance evaluation data for principal residents that include elements of student culture routines, data-driven instruction, teacher observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development
- Residents' satisfaction rates with IHE/EPP and mentor principal
- Itemized expenditures-to-date related to participant's pursuit of principal certification

Third-Quarter Benchmark:

Participating LEAs will submit the following assurances to Region 16 ESC to collect and track the following:

- Description of authentic leadership opportunities
- Evidence of attendance in required training (i.e., Impact Coaching, TTESS, AEL)
- Evidence of progress toward participants' completion of certification by the end of the 2019 school year
- Residents' program completion rates and certification test scores as they become available
- Post residency placement information for all residents
- Itemized expenditures-to-date related to participants' pursuit of principal certification

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As part of the project evaluation, participating LEAs will submit the following information to Region 16 ESC. Project evaluation data will be collected via Google Forms and utilized by Region 16 ESC to determine when and how to modify the program:

- Performance evaluation data on principal residents such as observations, teacher surveys, and coaching notes
- Description of authentic leadership opportunities such as the ability to address and resolve a significant problem in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture
- Post residency placement information for all principal residents
- Demographic information of principal residents
- Residents' program completion rates
- Residents' satisfaction rates with IHE/EPP and mentor principal
- Number of applicants for principal residency within an LEA
- Residents' certification exam and practicum scores

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Participating LEAs will submit assurances to Region16 that the following programmatic elements are documented in their plan for the implementation of the Principal Preparation Program:

- Evidence that participants attend/have attended Advancing Educational Leadership (AEL) and receive ongoing support and leadership coaching around the 5 AEL themes.
- Participant training in student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development, as well as how will the LEA provide sustained and rigorous clinical learning in an authentic school setting in each of these components
- Documentation of IHE course scope and sequence for each participant's residency plan
- Participant professional development in research-based instructional coaching protocols (i.e., "Impact Coaching") that include:
 - a) Coaching as a systemic model with embedded self-assessment
 - b) Clearly identified roles
 - c) Mutual respect, trust, rapport, and relationships
 - d) Active listening
 - e) Paraphrasing and summarizing
 - f) Powerful/effective questioning focused on high leverage instructional "moves"
 - g) Coaching presence
 - h) Re-framing/shifting
 - i) The creation of awareness/consciousness
 - j) Actions and Outcomes
 - k) Progress, Impact, and Accountability
- Course syllabus for each course provided through the IHE
- The IHE/EPP evaluation process and metrics

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Participating LEAs will submit assurances to Region16 that the following programmatic elements are documented in their plan for the implementation of the Principal Preparation Program:

The LEA's systematic and informed targeted recruitment and selection process for principal residents that includes the identification of participants

- a) who are currently employed by the LEA
- b) with at least 3 years classroom experience
- c) with at least a "proficient" teacher evaluation rating in all 16 TTESS Dimensions
- e) with consistent evidence of student growth (e.g., STAAR Index 2 or SLOs)
- d) who have met Section 22.0834 of the Texas Education Code (TEC) requiring fingerprinting
- f) who have been interviewed for "growth mindset" and propensity to lead the five themes of AEL (i.e., Developing Self and Others, Managing Data and Processes, Establishing and Sustaining Vision, Mission, and Goals, Improving Instruction, and Creating Positive School Culture)
- g) who have submitted least three references for selection to the Principal Preparation Program

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Participating LEAs will submit assurances to Region16 that the following programmatic elements are documented in their plan for the implementation of the Principal Preparation Program:

West Texas A&M University scope and sequence includes:

FALL

EDPD 6303 or EDPD 6304

EDLD 6317 EDLD 6307

EDLD 6299 (residency/practicum)

SPRING

EDPD 6303 or EDPD 6304

EDLD 6309 EDLD 6311

EDLD 6299 (residency/practicum)

SUMMER

EDLD 6313 EDLD 6315

EDLD 6299 (residency/practicum)

TTESS/AEL Certification training

...And includes required reading and textbooks that address:

student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development (i.e., Bambrick-Santoyo "Leverage Leadership," Driven By Data, Get Better Faster all embedded throughout coursework)

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Participating LEAs will submit assurances to Region 16 that the following programmatic elements are documented in their plan for the implementation of the Principal Preparation Program:

West Texas A&M University Educational Leadership Program

The candidate evaluation process and metrics include:

- Online instruction
- Face to face instruction
- Field supervision facilitated by tenure-track and tenured professors who are not only recognized as scholars in their field, but who also complement scholarship with practical experience as principals and superintendents in Texas public schools
- TTESS/AEL assessments
- PASL Rubric performance evaluations
- 160 hours of hands-on practicum field experience
- TExES Certification Exam

The instructional coaching protocols (i.e., Impact Coaching) include:

- a) Coaching as a systemic model with embedded self-assessment
- b) Clearly identified roles
- c) Mutual respect, trust, rapport, and relationships
- d) Active listening
- e) Paraphrasing and summarizing
- f) Powerful/effective questioning focused on high leverage instructional "moves"
- g) Coaching presence
- h) Re-framing/shifting
- i) The creation of awareness/consciousness
- j) Actions and Outcomes
- k) Progress, Impact, and Accountability

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost		Amount Budgeted
1.	Mentor principal stipend	22,000
2.	Principal resident tuition/books	154,000
3.	Travel (lodging, transportation, and meals)	67,500
4.	Principal resident certification exam	15,730
5.	Substitute pay	7,150
6.	Salary, benefits, and related costs for ESC Coordinator at 10%	10,735
7.	Coordinator travel to Summer Institute	1,508
8.	Administrative costs - indirect cost rate of 6.893% of total funding	7,377
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Total grant award requested		286,000

Shared Services Arrangement Attachment

[illegible]

Principal Preparation Grant IHE/EPP Scope and Sequence Attachment

Candidates are permitted the flexibility to tailor their own unique program to meet their individual needs from selections of fully online degree and certificate courses offered on both full and half semester bases during the fall and spring, in addition to summer offerings, allowing candidates to advance at their self-selected paces. Degree programs may be extended up to six years. For those in search of a one-year program, the following is suggested:

Fall		Spring		Summer	
1 st ½ semester	2 nd ½ semester	1 st ½ semester	2 nd ½ semester	1 st semester	2 nd semester
EDPD 6303 or EDPD 6304*		EDPD 6303 or EDPD 6304*			
EDLD 6317	EDLD 6307	EDLD 6309	EDLD 6311	EDLD 6313	EDLD 6315
EDLD 6299 **		EDLD 6299 **		EDLD 6299 **	

*Competency-based credit will be considered as a substitution for this course

** Field experiences, clinical teaching, practicums, and internships required for Texas certification must be completed in a school accredited by the Texas Education Agency (TEA) or other school approved by the TEA and approved by WTAMU. A non-certification, degree only option that does not require field experiences, clinical teaching, practicums, and internships is available for students whose residency is outside the state of Texas.

Course Descriptions for the M.Ed. and Principal Certification Options

Graduate Education Core (Required for candidates seeking M.Ed.)

COURSE DESCRIPTIONS

EDPD 6303 – Educational Research Comparison of qualitative and quantitative research techniques. Utilize components of literature review, data collection and analysis to conduct a publishable action research manuscript that addresses an educational problem/question.

EDPD 6304 – Multicultural Education*In-depth study of our pluralistic society and strategies for implementation of multicultural concepts for creating awareness, appreciation, acceptance and action toward the need to reach unity within diversity in a global context.

EDLD 6391 – Experiential Leadership (Competency-based credit substitution) Practical applications of multicultural concepts to ensure student success through accommodation of varied needs and delivery of appropriate programs and services in compliance with the applicable federal and state laws and priorities of the educational community.

EDLD 6307 – Leading Learning Advancing student achievement and teacher effectiveness through the collaborative development and implementation of high-quality instruction, informed by supervisory classroom monitoring and assessment.

EDLD 6309 – Ethics, Equity, and Diversity Ensuring student access to effective educators, programs, and services through ethical leadership and advocacy for children.

EDLD 6311 – Executive Leadership and Group Dynamics Building relationships through effective communication with internal and external stakeholders, focused on improved student outcomes through organizational collaboration, resiliency, and change management.

EDLD 6313 – Human Capital Fostering high-quality teaching and professional growth of educators through effectual selection, placement, supervision, development, evaluation, and retention practices.

EDLD 6315 – Strategic Operations Employing administrative leadership to attain collaboratively determined goals through the management of resources, implementation of policies, and coordination of school operations and programs, ensuring a safe learning environment for teacher effectiveness and positive student outcomes.

EDLD 6317 – School Culture Working collaboratively with stakeholders to establish and implement a shared vision and culture of high expectations to support EC-12 student learning.

EDLD 6299 – Educational Leadership Practicum Supervised, full-time educator assignment in a school accredited or approved by the Texas Education Agency and approved by WTAMU.

REQUIRED READING MATERIALS

- Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.
- Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass.
- Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA: Jossey-Bass.
- Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building stronger schools*. San Francisco, CA: Jossey-Bass.
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- Vornberg, J. A., & Hickey, W.D. (Eds.). (2018). *Texas public school organization and administration*. Dubuque, IA: Kendall-Hunt.

Principal Preparation Grant IHE/EPP Course Syllabus Attachment

Meaningful and relevant online courses and hands-on field experiences are aligned to state standards to provide a balanced blend of theory, research and practice for the enhancement of each program candidate's educational leadership development. The table below demonstrates complete alignment to state standards and assessment requirements for Texas principals as prescribed by SBEC for principal preparation programs designed to meet the needs of today's campus leaders.

Principal Standards <u>19 TAC §149.2001</u>	Assessment of Principal Performance <u>19 TAC §150.1022</u>	Standards Required for the Principal Certificate <u>19 TAC §241.15</u>	WTAMU Educational Leadership Core Course Titles
Instructional Leadership	Instructional Leadership	Leading Learning Ethics, Equity, and Diversity	Leading Learning Ethics, Equity, and Diversity
Human Capital	Human Capital	Human Capital	Human Capital
Executive Leadership	Executive Leadership	Executive Leadership	Executive Leadership and Group Dynamics
School Culture	School Culture	School Culture	School Culture
Strategic Operations	Strategic Operations	Strategic Operations	Strategic Operations

Course Descriptions for the M.Ed. and Principal Certification Options

Graduate Education Core (Required for candidates seeking M.Ed.)

EDPD 6303 – Educational Research

Comparison of qualitative and quantitative research techniques. Utilize components of literature review, data collection and analysis to conduct a publishable action research manuscript that addresses an educational problem/question.

EDPD 6304 – Multicultural Education*

In-depth study of our pluralistic society and strategies for implementation of multicultural concepts for creating awareness, appreciation, acceptance and action toward the need to reach unity within diversity in a global context.

* Competency-based credit will be considered as a substitution for this course

-or-

EDLD 6391 – Experiential Leadership (Competency-based credit substitution)

Practical applications of multicultural concepts to ensure student success through accommodation of varied needs and delivery of appropriate programs and services in compliance with the applicable federal and state laws and priorities of the educational community.

Educational Leadership Core (Required for candidates seeking M.Ed. and/or Texas principal certification)

EDLD 6307 – Leading Learning

Advancing student achievement and teacher effectiveness through the collaborative development and implementation of high-quality instruction, informed by supervisory classroom monitoring and assessment.

EDLD 6309 – Ethics, Equity, and Diversity

Ensuring student access to effective educators, programs, and services through ethical leadership and advocacy for children.

EDLD 6311 – Executive Leadership and Group Dynamics

Building relationships through effective communication with internal and external stakeholders, focused on improved student outcomes through organizational collaboration, resiliency, and change management.

EDLD 6313 – Human Capital

Fostering high-quality teaching and professional growth of educators through effectual selection, placement, supervision, development, evaluation, and retention practices.

EDLD 6315 – Strategic Operations

Employing administrative leadership to attain collaboratively determined goals through the management of resources, implementation of policies, and coordination of school operations and programs, ensuring a safe learning environment for teacher effectiveness and positive student outcomes.

EDLD 6317 – School Culture

Working collaboratively with stakeholders to establish and implement a shared vision and culture of high expectations to support EC-12 student learning.

Educational Leadership Practicum (3 consecutive enrollments (including a fall, spring and summer in any order) at the end of one's program required for candidates seeking M.Ed. and/or Texas principal certification)

EDLD 6299 – Educational Leadership Practicum

Supervised, full-time educator assignment in a school accredited or approved by the Texas Education Agency and approved by WTAMU.

Principal Preparation Grant IHE/EPP Instructional Coaching Protocols Attachment

PROTOCOLS

- a) Coaching as a systemic model with embedded self-assessment
- b) Clearly identified roles
- c) Mutual respect, trust, rapport, and relationships
- d) Active listening
- e) Paraphrasing and summarizing
- f) Powerful/effective questioning focused on high leverage instructional "moves"
- g) Coaching presence
- h) Re-framing/shifting
- i) The creation of awareness/consciousness
- j) Actions and Outcomes
- k) Progress, Impact, and Accountability

REQUIRED LIST OF READINGS

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass.

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**Principal Preparation Grant
IHE/EPP Evaluation Process and Metrics Attachment**

West Texas A&M University Educational Leadership Program

The candidate evaluation process and metrics include:

- Online instruction
- Face to face instruction
- Field supervision facilitated by tenure-track and tenured professors who are not only recognized as scholars in their field, but who also complement scholarship with practical experience as principals and superintendents in Texas public schools
- TTESS/AEL assessments
- Successful completion of PASL Rubric performance evaluations
- Successful completion of 160 hours of hands-on practicum field experience
- Successful completion of TExES Certification Exam

Instructional coaching protocols (i.e., Impact Coaching) assured by the LEA include:

- a) Coaching as a systemic model with embedded self-assessment
- b) Clearly identified roles
- c) Mutual respect, trust, rapport, and relationships
- d) Active listening
- e) Paraphrasing and summarizing
- f) Powerful/effective questioning focused on high leverage instructional "moves"
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